

The teacher and parent`s role in limit skilled children integration in social life (Albanian case).

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Abstract:

In children's rights convention is ratified that every child has the right to be successful. This right derives from its individuality, enjoys all the rights, regardless of its physical or mental characteristics.

In his academical progress and positive behaviour's creation, each individual is affected by physical characteristics and psychological difficulties. These children must enjoy rights like all the others. Regardless of their characteristics that affect negatively their academical achievements, there are a wide range of factors that affect these academical achievements to be successful so that these children feel equal among their peers.

Moreover, we must accept even the fact that working with limited skilled children means art and devotion. These children are a challenge, overload and tiredness for their teachers.

The challenge lies on the fact that every limited skilled child is an individual with its personality. He requires to be respected and esteemed for his values, always searching for attention and support by his teachers. Apart from overload and tiredness their teachers also feel happiness. These children need special care, well growth, health and nutrition care, their feeling's development, intelligence, emotions, social characteristics and intellectual development.

Introduction

*“Limited skilled children education in normal schools
Will make the other pupils more tolerant and responsible”*

“Integrated education is very important not only for limited skilled children, but also healthy children – quotes Docent Katerina Karaxhova, in University of Sofia. – In a classroom, where there are me dēmtime children, the other pupils become more tolerant, more human, even from an earlier age are taught how to feel more responsible toward their limited skiklked classmates. All these affects their development as personalities.

Limited skilled children represent a population with a wide range of cases. It is impossible to describe these with only a set of characteristics, even using more general terms. There are so many individual differences, that is very difficult to characterize. In general the specialists make a general layout about a few physical and health states.

Many Limited skilled pupils adapt just well to their conditions and environment, which means that they do not present uncommon problems and are absolutely able to learn in usual classrooms collaboratively successfully with their peers, who have a normal development.

In fact, nowadays methods of medical treatment, enable limited skilled children to attend regularly in schools. Their hospitalization time is becoming lower and lower, physical therapy is made possible in schools, consultations and rehabilitations by means of sessions even during holidays.

Naturally, with recent conditions, when education tendencies of limited skilled pupils in public schools is becoming reality, it is really important, especially for teachers, but also for all the other pupils and opinion in general, to understand how a specific state affects learning, development and behaviour of a child.

Limited skilled children can be treated educationally by means of different variants starting by hospitalization, staying in families and normal classes. With these children it is worked starting by infancy up to the end of adolescence by the education specialists in collaboration with parents, doctors, psychologists etc.

-Programmes of earlier intervention: are very important in general, especially for limited skilled infants and preschoolers, specific programmes of learning through play. These programmes and services are addressed directly to limited skilled children but also include even normal children with a purpose of prevention. Usually earlier intervention programmes emphasize evaluation of children in different fields and try to develop systematically motorical, self-service, social and communication abilities. An inner earlier intervention programme is very helpful for the child and family to obtain information and support.

- Regular classrooms in public schools provide an integration with normal peers which is preferable by parents. The children's backing rate in these cases must provide effective integration in class' activities. A few pupils seek for small adjustments (such as help to be sat at desks) etc., whereas in other cases they need specific equipments (to attend the lesson, to move, to use the toilet, to take the medication etc. An integrative programme encourages self esteem and independence as well as sensibility among limited skilled peers.

Medical needs, educational, therapeutical, professional and social are very important and complex as well as in intensive and reciprocal collaboration. In these conditions, understanding and behaviour in support of these needs, is required close collaboration between specialists, so working as a multidisciplinary group (teacher, doctor, physiotherapist, psychologist, sociologist, technologist, etc.) Only by this kind of collaboration can be obtained an achievement of general objectives for a limited skilled pupil.

Understanding integration and incorporation

The word integration, comes from english, meaning – join the parts or edges of something in an overall, as an inseparable component of it, join or fuse in one during development¹. The word “integration”, in limited skilled children's context, will be used in the sense “*Unification of these group of children with the rest of the society, as a component and inseparable part of this society*”.

1- Turku, A. “*Hyrje ne Edukimit Special*”.

Hegarty (1993), notes that integration and dissociation are not two concepts respectively exclusive. A few forms of integration can be confused up to some extent to what was considered before a dissociation, and both can survive within the same school, in different forms. Integration or limited skilled pupil's inclusion is encountered through a series of organizational systems, for e.g. in special schools, solidary with normal schools, units in the massive campus and usual schools which are called "special classes". An interest is noticed on the quality of education for limited skilled children in normal schools where "inclusion", is the principal strategy to fill the aims.

Integration means total acceptance limited skilled pupils in the normal world. To integrate, means to force in all school aspects, the heavy load of evaluating not only the children's social functions, partially or completely blocked by disability, but also to exploit all other functions of the children. To integrate, means to include the limited skilled pupils, in daily school life and the reality of each moment. In the end integration means to put the child in the world of real motivations, to release him by the stimulated experience within the special school, to put him in the educational frame of normal school that might be or considered as close to the normal environment, with the child's personality, with his age and his needs to self-identification and autonomy.

Integration as a concept regarding limited skilled children, mustn't be confused with "intra-subject integration", or as it is known "integrated learning", which is a successful practice that is always used in our schools. This teaching method, gives the teachers the possibility, that for a topic, knowledge can be summarized from some subjects in the meantime, encouraging their interest and motivation.

We must highlight the distinction that exists between the term *integration*, as a general multiuse concept, and *General Education*. With the term integration we must understand not only the physical presence of the limited skilled children in the normal world including them in usual schools, but also integration also means the helping role of parents, sisters, brothers and other relatives of the limited skilled children, to involve these children as much as possible in every day activities, this way realizing a social, linguistic and mental development, that these children need.

In fact this term even in other fields and contexts. It includes all society, limited skilled people or not, as well as economical, social, cultural, political, scientific, religious, sportiv, integration.²

To avoid misunderstandings, it is better to use the term *all-inclusive education*, which includes the limited skilled children category all these children with *Special needs in Education* (SNE), in normal schools' classes, regardless of nature and rate of disability and difficulty.

All-inclusive education, doesn't only mean integration of limited skilled children in normal classes, being content only with their presence in the classroom. This would mean only formal, physical integration, taking for granted that we have created equal conditions with the normal pupils.

The core of all-inclusive education is: *active inclusion of this group of children with the normal children in the academic process. This would give to these children, not only equal conditions, but also equal opportunities for their development, by well managing normal school conditions, in order to adjust them to SNE children.* This way even limited skilled children can profit by the learning process, being helped to develop all the potential they possess. This would encourage their motivation their interest for school dissociating them by being only passive observants.

The teachers' attitude toward limited skilled children and toward school

Basing on my personal experience and on continuous contacts i have with teachers of all educational levels, i can group the teachers' attitudes toward these pupils' category, in two big groups.

In the first group fall all those teachers that with their devotion have made these pupils easily overcome the fact of being with limited skills. We have included here teachers that with their contribution especially in specific schools of the city as well as many teachers that work in normal schools.

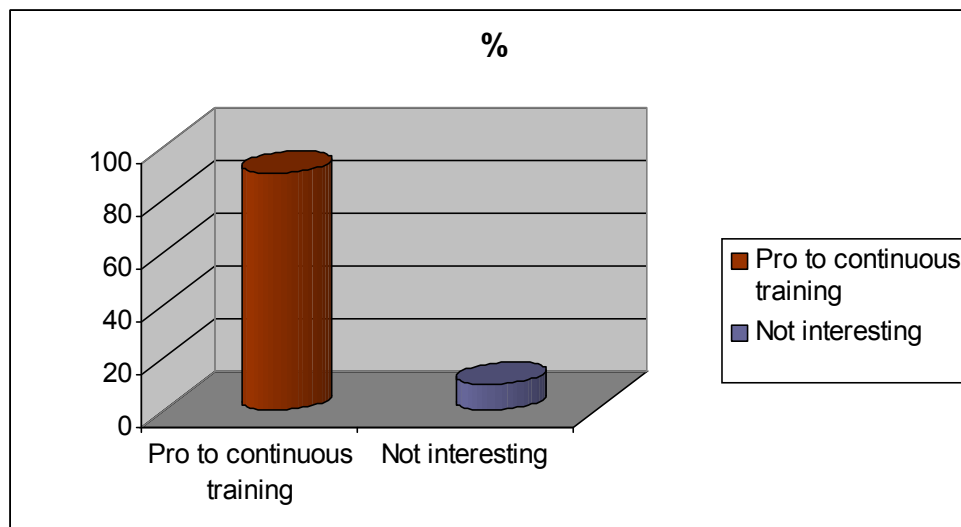
² Nano, V. " *Revista Pedagogjike*".

In the second group fall all these teachers that “*forget*” these children or do not activate them through the lesson, creating for them even another problem even bigger, a dislevel of acquisition of the learning programme in comparison with the other peers.

This teachers that with their irresponsible job “*send*” these children to the specific school, as a result of the insufficient level of their knowledge.

This interest was found even after fulfillment of quizzes, where a small group of teachers weren’t interested in their training.

Teacher Training



Parent’s attitudes toward limited skilled children and toward school

Given the fact that most children with disabilities are educated in special schools, it is essential that teachers and parents to create a constructive working relationship that is necessary for these children and their education. There are two reasons that this condition.

First: Parents of children with disabilities are more likely to seek support and assistance towards children than other parents.

Second: There are many opportunities and ways by which parents can help teachers to an effective education of their children with disabilities. For example they

can provide teachers with information about their children and reinforce them learn more things they learned in school.

Binding and close relationships between teachers and parents is conditioned by the needs that they require from each other shows that:

The main things that parents require from the teachers are as follows:

- Teachers must consult and listen to them and also take in consideration their views.
- Participation in educational work planning for their children
- Teachers must know the family circumstances and environment when giving home assignments for their students.
- An open attitude from teachers, for example, willingness to receive what was suggested in the case when they are not knowledgeable for a problem.

Teachers must pay more attention to tasks that affect creating skills to integrate in normal life or for children communication tasks with academic character.

Regular interaction including home visits for teachers to assist parents in their work.

Involvement of parents in educating their children who are disabled and establish a strong and stable teacher-parent relationship conditioned by important aspects as to what the contribution that can give parents in education and the parents' needs for the support of teachers in order to achieve this education. But who would be the elements of these two aspects? Let us treat on the following:

Information. All the parents can contribute in providing a very valuable information for their children because they know the children and their life features and are participants in all educational work that is done to these children by educators or other specialists. So they know the best wishes and unwillingness of children, weaknesses and strengths that they have, the medical treatment is necessary for them etc. This requires the teacher communication skills and receiving this information.

- Cooperation. Most parents are willing to contribute more than the provision of information for their children. They are able to collaborate with teachers to build and

perfect the educational working program for their children, a program that will take place at home after work at school. There are some parents who could not look or fit themselves to help their children with disabilities, subject to it by the knowledge that they have a certain problem, or see the teacher as perfect in his work and had such a concept feel themselves inferior. The task of teachers is to create such links to enable each individual to contribute within that they have and observe their options.

- Resources. Many parents have time and opportunity to act voluntarily in support of teachers, not just in class and its problems, but also preparing materials to teach or assist in increasing the budget of the class or school with these children. Parents that have the capability can help in the preparation of a newsletter, help other hand work, as they have skill. Some parents may have the necessary time, ability and knowledge to help other parents. The teacher in this case must be careful to use these parents resources effectively and voluntarily and possess communication and management skills associated with this problem. On the other hand even the parents can gain a new experience from their participation as teacher resources and children. That's the fact that their actions in a certain direction may require the acquisition of knowledge other than those that possess knowledge that is necessary to understand the attitude and actions of their children and at the same time to create confidence with other parents.

- School policies. Many parents are able to contribute as experts in a particular field or school activities, through their involvement in school organizations. They can contribute as chairman of the board of school parents, as members of the school's teaching staff. Others may be involved in conferences, workshops or seminars to be organized by the school. The creation of this alliance of school teachers or parents is an integral part of policy and objectives of the school in its work.

Conclusion

What does it mean to live independently?

Living independently is a philosophy and movement of people with disabilities working to achieve equal opportunities and respect for themselves. Living independently, does not mean that we want to do everything ourself, do not need no one and we want to live in isolation.

Living independently means to apply the same opportunities and control over our life, just like brothers, sisters, your neighbors.

We want to grow closer to our families.

We want to go to the same school with other children.

We want to get on the same bus as our friends.

We want to get employed in jobs that match our education and skills.

Like everyone else, we want to direct our own lives, to think and to talk about ourself.

Lastly, we need to support and learn from each other, to organize and work for policy changes that bring in the legal defense of our human and civil rights .- (Retrieved from the speech of Adolf Ratzka, activist of the Movement for Rights persons with disabilities.)

How to behave with people who have a disability

Fear of the unknown and lack of knowledge on how to behave when a man meets with disabilities, are often the cause of their divergence.

Should be kept in mind:

A disabled person is a man with feelings. Treat him the way that you would like to be treated.

If a person acts differently or looks differently, we have to be only ourselves. Common feeling of friendship can break any barrier that might come forward.

The pursuit of these guidelines can help us not spend the usual situation.

- Avoid personal questions about disability. If you want to make questions be sensitive and show respect. Do not try again if the person avoids the answer.
- Take into consideration the time extra that they need to do or say something.
- Be polite and patient when offering assistance, wait until your offer is accepted.
- When planning a meeting, try to manage all the special accommodation

that a disabled person may need.

- Respect the right of the parking of a disabled person. Always before you.

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Dr. Mary Ann Bell, Assistant Professor of Library Science at Sam Houston State University in Huntsville, Texas : "*Why do I like interactive whiteboards so much?*"